DYRS

Quarterly Monitoring Summary Form

Provider Name: The Alliance of Concerned Men (ACM)

- 3227 Dubois Place, SE
 Washington, D.C. 20019

Monitoring Visit Date: March 1st, 2011

Staff Present at Monitoring Visit:

- Reginald Robinson, Director, Reaching Our Youth

Service (s) Provided: Intensive Third Party Monitoring (ITPM)

Services Provided to: East of the River Clergy Police Community Partnership.

Monitoring Timeframe: First Monitoring Visit of FY 11

How many youth are receiving services from this provider?

According to the Region 1 Lead Entity Census, 13 youth are receiving (ITPM) services as of 02-15-2011

Please list the names of youth whose files were reviewed:



Please list youth files not available for review and identify the service provider:

- All (ITPM) client files were available.

Overall Summary of ITPM Program:

ACM (ITPM) program is a partnership with the Department of Youth Rehabilitation Services to prevent recidivism among committed or detained adolescents through Intensive Third Party Monitoring. Under direct supervision of the ACM "Director of Reaching Our Youth," monitors conduct site-visits on clients in the (ITPM) program.

ITPM is a service that seeks to ensure a youth's compliance with their conditions of release, which ultimately ensures public safety and that the youth is not re-incarcerated. This is carried out by:

- Working with the youth's case manager;
- Ensuring that the youth is meeting education requirements, primarily school attendance, and adhering to curfew restrictions;
- Ensuring that the youth is meeting conditions of release related to drug testing, court attendance and service participation;
- Reporting all unusual and critical information to the DYRS case manager and Lead Entity.

Summary of (ITPM) File Audit

(ITPM) Assignment

All files audited clearly indicated an (ITPM) monitor assigned to the youth within 48 hours of the referral being received. Monitor's names were indicated in the case files. Dates of the first curfew check were indicated. There were no documents in the file that clearly stated youth's mandated curfew time and location.

Recommendations

- All (ITPM) plans should clearly indicate youth client's mandated curfew time and location.

Notes in Weekly Progress Reports

In general, files contained contact sheets that youth sign at the time of curfew checks although some files indicated contact sheets missing for certain days out of the month. For example, one file reviewed indicated contact sheets missing for 5 out of 30 days of the month. The primary location of ITPM checks were the youth's primary residence, although some files indicated the use of phone calls in place of (ITPM) site visits. The majority of case files reviewed included up to date progress reports. Weekly reports contained data on the frequency of contact with the youth which appeared to be daily. Notes in the weekly progress report documented what took place during curfew check including conversations with the youth. It is noted that the time of

curfew check contained minimal variation on a daily and weekly basis. Additionally, some progress reports contained repeated notes from week to week with outdated content. It was clear that these notes were simply "cut and paste" and were not specific to the week reported. Weekly progress reports were developed and signed by the relevant ITPM monitor. Unusual Incident (UI) Reports were present in the file although they appeared to be reported to DYRS on a weekly basis versus a daily basis. At least one file indicated a youth at another location other than the designated curfew location, however no UI was issued. Most files reviewed indicated engagement of the guardian in the delivery of (ITPM) services. Progress reports also contained information on the engagement of collateral contacts, DYRS case managers, and legal guardians.

Recommendations:

- ACM or its ITPM monitors cannot grant "permission" regarding locations that are "acceptable" for DYRS youth to "stay overnight" i.e. a relative, etc. UI's must be issued when the DYRS designated curfew time and location is not observed.
- Phone calls can not take the place of mandated ITPM site visits
- Vary the time of ITPM site visits to insure youth compliance
- Progress reports must contain original text and in alignment with the week reported

Other

The files did not contain any documentation specific to why a particular ITPM monitor was assigned to a particular youth. ACM reports that it makes these decisions based on the number of cases that each monitor has at the time that new referrals are received.

Some files reviewed include Unusual Incident while others did not. See "Notes in Progress Reports" Section. Unusual Incident reports are critical to ensure that DYRS is aware of youth consistent and habitual non-compliance. Unusual Incident reports should be completed by ACM when the following criteria have occurred:

Unusual Incident reports are critical to ensure that DYRS is aware of youth's lack of compliance with the designated curfew time and location. UIs must be transmitted to the Lead Entity, Case Manager, and Case Management Supervisor within 24 hours of incident. Unusual Incident reports should be completed by ACM when the following criteria have occurred:

- A health or safety violation that has occurred by or towards the youth
- A youth cannot be located within 48 hours of the initial ITPM referral (i.e. Bad address, etc.)
- A youth is not in compliance with his ITPM curfew requirements (time or location)

Recommendations:

- Unusual Incidents must be reported when youth are not at the designated curfew location
- UIs must be reported to DYRS and the Lead Entities as they occur daily; summarizing UIs into a weekly UI report is not acceptable

Monitor's Qualifications

Copies of the (ITPM) monitors' resumes, background clearances and monitoring agreements that aligned with audited youth files were available for review. Monitors' participated in a variety of trainings as listed below and files contain appropriate background clearance such those also listed below:

- "Navigating Youth Culture and the Street Code" certifications;
- DC Investment Trust Corporation - certifications;
- DC Police clearances;
- American Red Cross First Aid & CPR certifications;
- Child Protective clearances;
- Anger Management Training certificates;

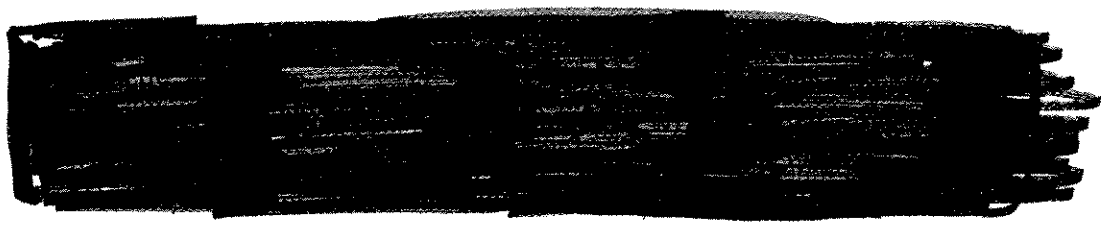
Personnel files contained evidence of personal action forms and an employee manual however there were no detailed agency guidelines specific to how the ACM ITPM program should be implemented.

Recommendations:

- Implement a policy and procedure manual specific to ACM's ITPM guidelines that monitors must read and sign.

YES Reporting

Weekly Reporting in YES were as follows:



Recommendation:

- All reports are current in YES. Good Job.

Invoicing

Invoices were produced for the date range of 1/01/11 to 1/31/11.

Recommendations:

- Invoicing recommendations will be discussed with the Lead Entity directly.

Conclusion

ACM Inc. is performing at a marginal level in regards to its provision of basic (ITPM) services. ACM must be mindful that all ITPM visits are conducted as face-to-face contacts, weekly reports contain original content, and reports UIs in alignment with the UI policy noted above.

Corrective Actions:

Please list areas for corrective action and a timeline for correction:

Please respond to the recommendations listed including a timeline and process for implementation.

The next Monitoring Review will be conducted during the third quarter of FY 11.

Monitor Name: J. Sockwell **Date:** 04-12-2011

Signature:

Grants Management Specialist: S. Clark **Date:** 04-12-2011

Signature

Quarterly Monitoring Summary Form

Provider Name: Alliance of Concerned Men

Monitoring Visit Date: November 2, 2010

Staff Present at Monitoring Visit:

- Rodney Newman
- Tyrone Parker
- Reginald Robinson

Service (s) Provided: Traditional Mentoring

Services Provided to:

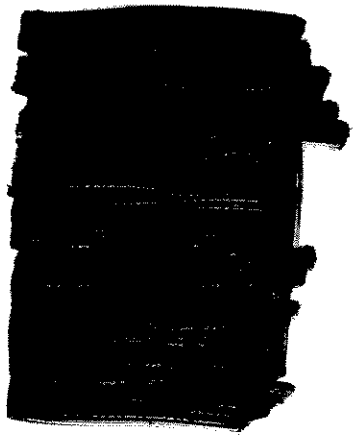
Progressive Life Center & East of the River Clergy Police Community Partnership

Monitoring Timeframe: First Monitoring Visit of FY 10

How many youth are receiving services from this provider?

- As of November 12, 2010, about 41 youth through PLC and 3 youth through ERCPCP

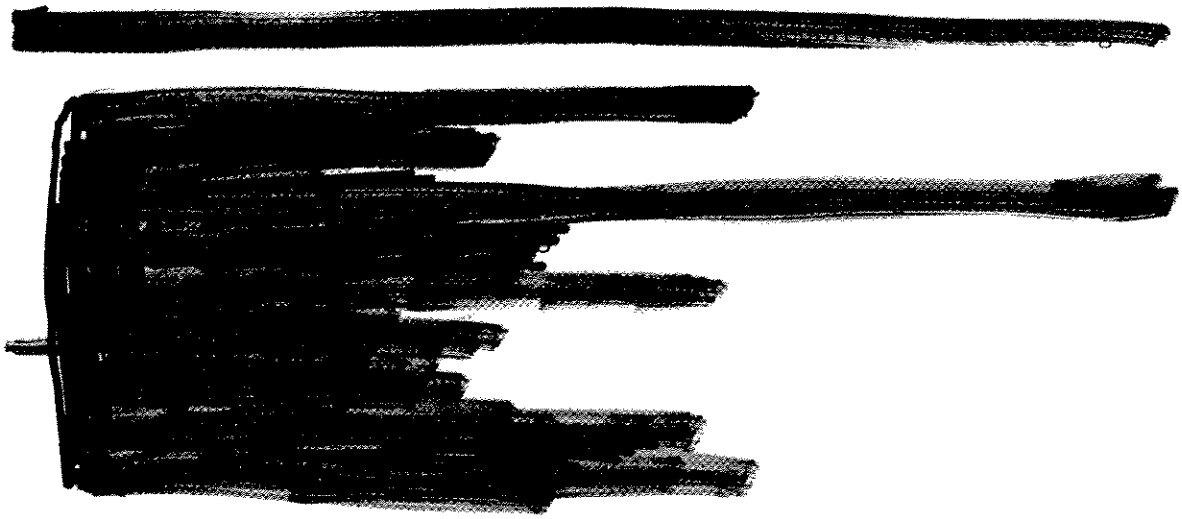
Please list the names of youth whose files were reviewed:



Please list youth files not available for review and identify the service provider:

All files were available for review.

Are all of the services provided by this vendor in YES for each youth? Please cross-check YES and document variances.



Recommendation: Reports for all active cases must be reported in YES weekly as per the agreement with each Lead Entity and DYRS.

Overall Summary of Mentoring Program:

ACM was established in 1991. It was started by Tyrone Parker and others interested in impacting the violence that was occurring in may DC neighborhoods. ACM has a rich history of being an activist and force in changing the violence in communities and empowering and engaging many of the youth on pro-social and pro-community activities.

ACM describes their mentoring philosophy as based on a life skills model and in line with developmental stages and Maslow's hierarchy of needs. They indicate all of their staff including mentors are trained for up to 10 hours prior to working with youth. The on-staff certified trainer is Arthur Rush. A cursory review of the training material indicated that much of the material is focused on the thinking patterns and messages that align with ACM's core philosophy.

ACM indicates their mentors are all paid employees and their mentor to mentee ratio is 1 mentor to 6 youth. ACM expects their mentors to see the youth 2 ½ to 3 hours per week per mentee. ACM provides one-on-one mentoring and encourages conversations to focus on school, family, community, peers, and substance abuse.

ACM states some of the main challenges are having funds for activities (because the youth want to do things). ACM tries to link youth with other services and create partnerships to address this. Also ACM indicates increased communication is needed by DYRS and timely response when ACM has a concern with a youth.

Summary of File Audit

Mentor Assignment & Mentoring Plan

All files reviewed included the original email from the Lead Entity referring the youth for services. All files audited clearly indicated a mentor assigned to the youth within 7 days of the referral being received. The mentors' assigned names were also indicated in the file. There was not a mentoring plan any of the files detailing what the mentor would be working on with the youth as well as containing a signature of the youth and a date.

Recommendations:

ACM should create a mentoring plan for each youth assigned to their program. The mentoring plan should identify the mentors, include goals for the mentoring relationship, projected outcomes of the mentoring relationship, timeframe projected for mentoring services, and be dated and signed by both the mentor and the youth.

Case Notes

Most files did not contain any sign in sheets or contact sheets that were signed by the youth on each mentoring activity. Two files contain one contact sheet, although one was incomplete. ACM did not utilize case notes at all in any files. However, the weekly or monthly reports contained data on the areas of importance including contact with the youth including dates, the frequency of contact with the youth which appeared to be weekly in most cases and was a mix of face to face and phone contact. In most cases, except those when the youth was repeatedly unavailable; ACM did exceed two face to face contacts per month. All files reviewed indicated active attempts to engage the parent in the delivery of mentoring services. Some files reviewed indicate an attempt to engage the case managers while others did not.

Recommendations:

ACM should use daily contact sheets or some other form of sign-in sheet that indicates the youth's presence at daily mentoring activities. These contact sheets should include the signature of the youth. If no youth is present, this should be noted and the mentor should sign the contact sheet. Additionally, these contact sheets should contain notes on what occurred during the mentoring session.

ACM should consistently attempt to engage the case manager and keep them updated on the progress in the mentoring services. This can be documented through emails sent to the case manager and kept in the youth's file or through case notes listed in date sequence and kept in the case file.

Progress Reports

Most files reviewed had up to date weekly reports. Dates of most recent reports were the week of 10/18/10 or 10/25/10. Two files had reports through 9/5/10 only. Reports were informative and contained detailed information on what activities took place during the reporting period. About half of the reports also contained information on collateral contacts

who were engaged including Public Defender Services, Multi-Media Training Institute, parent advocates, etc.

Recommendations:
Files should contain up to date progress reports on all cases that are active in services. Cases that have not been formally closed out by the Lead Entity or ACM are considered active cases require weekly reporting.

Other
ACM indicates mentors are assigned in sequence and not matched on other qualifications. There were no Unusual Incident reports in the file although some youth had not attended mentoring sessions for significant amounts of time. There were not mentoring policies that detail the rules and regulations of the mentoring program.

Recommendations:
ACM is encouraged match mentors and mentees by similar interests and life experiences as well as by staffing capacity.

Unusual Incident reports are critical to ensure DYRS is aware of youth consistent and habitual non-compliance. Unusual Incident reports should be completed when the following criteria have occurred:

- A health or safety violation that has occurred by or towards the youth
- A youth has not been "connected" (active initial participation) with a mentor within two weeks of receipt of the referral from the Lead Entity
- A youth's attendance pattern has significantly changed (attended regularly and then not attending)
- A youth fails to keep the last three scheduled appointments

ACM should develop a mentoring policy and procedure manual that explicitly details the "dos and don'ts" in the mentoring process specifically the appropriate places that mentors should take mentees, the limits of the mentoring relationship, appropriate and inappropriate conversations/contact, etc. This policy should be incorporated into a standard mentor training process that ACM should formally implement before mentors have contact with youth.

Mentor Qualifications
Several mentors' resumes were available for review. Although there was not mentor agreement, there was a contract with each mentor which is structured like an employment agreement. In that, some of the requirements for the mentors are outlined like amount of contacts per week. Resumes indicated mentor qualifications although specific training certificates relevant to youth development and/or mentoring were not available.

Recommendations:
ACM should incorporate rules detailed in the mentoring policy in the employee's "mentoring" contract. ACM is encouraged to offer continued training opportunities for mentors through the

year. Some trainings can provided through ACM and others may be provided through community organizations like the Advancing Youth Development training provided by the DC Children's Youth Investment Trust Corporation.

Invoicing
Invoices were available for the months of August 2010 and September 2010.

Recommendations:

Invoicing recommendations will be discussed with the Lead Entity directly.

Other recommendations include:

Case files do not document case closure. ACM should develop a Close out Summary form that ACM staff complete that indicates case closure date and reason. This form would be helpful for file management and review.

Conclusion
ACM is performing at a satisfactory level in regards to their mentoring services. Enhancements should be made in the areas detailed above and addressed in the corrective action plan.

Action Items:

Please respond to the recommendations listed in this report and include a timeline and process for implementation.

The next Monitoring Review will be conducted during the second quarter of FY 11.

Monitor Name: Sheila Strain Clark **Date:** 12/21/10

Signature:

Quarterly Monitoring Summary Form

Provider Name: Children, Children, Children, Inc. (CCC)

- 1776 I ST N.W. Suite 900
 Washington, DC 20006
 ph: (202) 329-2231

Monitoring Visit Date: February 02, 2011

Staff Present at Monitoring Visit:

- Henry Culbreth, Jr. – Founder

Service (s) Provided: Mentoring

Services Provided to: East of the River Clergy Police Community Partnership.

Monitoring Timeframe: First Monitoring Visit of FY 11

How many youth are receiving services from this provider?

According to the Region 1 Lead Entity Census, 40 youth are receiving mentoring services as of 02-15-2011

Please list the names of youth whose files were reviewed:



Please list youth files not available for review and identify the service provider:

- All mentoring client files were available

Overall Summary of Mentoring Program:

CCC implements the "It Pays to Do Right" mentoring program, which is tailored to meeting the needs of a high risk youth population. CCC provides paid stipends for each youth as incentive to do community service and meet various goals and milestones in their lives. The average stipend is roughly $300.00 per month. The Mentoring approach includes group and one-on-one mentoring, a curriculum based life-skills approach, and a commitment to a life-long relationship between mentors and youth. CCC utilizes the transportation services of two vans that transport youth home after mentoring services. CCC also provides a meal stipend for mentored youth.

Upon receipt of referral from the Lead Entity, youth clients and their guardians are contacted via phone and receive home visits by the assigned mentor. Mentors are expected to meet with their mentees within 24 hours of receiving the referral. CCC staff then uploads their client's file to YES as well as contacts the DYRS case manager. Out of the 20 CCC mentors on staff, roughly 4 are employed full-time and mentor salaries range from $15.00 to $17.00 dollars per/hr.

Mentors are mandated to spend intensive quality time with their mentees on a daily basis. Mentorship programs include the Southside Nights, an instructional and competitive chess program, as well as video game tournaments, Wizards basketball game attendance, nutritional training, "scared straight," and anger-management training.

Summary of Mentoring File Audit

Mentor Assignment & Mentoring Plan

All files audited clearly indicated a mentor assigned to the youth within 7 days of the referral being received and included a detailed mentoring plan. Mentor's assigned names were indicated in the files. There were deliverables detailing activities the mentor would accomplish with the youth. Mentors were paired with mentees based upon analysis of the CCC "Hobby Index Matrix," a tool used to align the stated interests of mentors with youth clients who share similar interests. Both the mentors and the mentees signed the plan.

Recommendations

- All mentoring plans should clearly indicate the number of times that the mentor and mentee intend to meet on a weekly basis

Case Notes

All files contained sign-in sheets for the youth pertaining to attendance. Mentors utilized detailed and diverse case notes in the majority of the files. Weekly and monthly reports contained data on all areas of importance including dates and frequency of contact with the youth. Contact with the youth appeared to be daily and in most cases face to face. All files reviewed indicated active attempts to engage the parent in the delivery of mentoring services. About 65% of files reviewed indicated contact with the case manager, although the reminder indicated minimum contact.

Recommendations:

- Ensure contact with DYRS case managers are a standard part of the process that mentors perform. This ensures case managers are informed of progress taking place in the mentoring relationship

Progress Reports

All files reviewed had up to date progress reports. Reports were informative and contained detailed information on what activities took place during the reporting period. For example, reports noted the following activities:

- Self esteem building;
- GED program enrollment;
- College planning / enrollment;
- NFL game viewing, Chess tournaments;
- College visits to Spellman, Fayetteville State and NC A&T;
- Dinner at Olive Garden.

Some progress reports only listed insignificant activities such as video games and Burger King visits. There was some concern about mentors meeting with DYRS youth in the mentor's home or with them on ITPM curfew checks. Progress reports also contained information on collateral contacts engaged, including public defender services, case workers, legal guardians, parent advocates and attorneys.

Recommendations:

- Mentors should not bring youth on ITPM curfew checks as that could be perceived as a conflict of interest. Additionally, it's advised that mentoring activities occur in public places and/or in the home of the youth with a parent or guardian present. Mentors should not bring youth to their homes.
- Mentoring sessions should be diverse and activities varied to keep the youth stimulated and excited about participation in mentoring.

Other

CCC shared a copy of their company's policy and procedure manual. This manual was generic to the company policies. This manual did not contain significant content on mentoring policies and procedures including process to engage youth, allowable mentoring activities, stipend policies, etc.

In the six files reviewed, only one file included an Unusual Incident Report. However review of the files indicated attendance at mentoring was good in most cases.

Recommendations:

- CCC should update its employee policies and procedures to include mentoring specific regulations and requirements. All employees should sign and date a copy of the updates manual to indicate review and receipt. Additionally, CCC should provide DYRS with clear policies and practices for the stipend program including process to earn a stipend, documentation of time, and payment process.

- CCC should note that Unusual Incident reports are critical to ensure DYRS is aware of youth consistent and habitual non-compliance. Unusual Incident reports should be completed by CCC when the following criteria have occurred:

 - A health or safety violation that has occurred by or towards the youth
 - A youth has not been "connected" (active initial participation) with mentoring services within two weeks of receipt of the referral from the Lead Entity
 - A youth's attendance pattern has significantly changed (attended regularly and then not attending)
 - A youth fails to keep the last three scheduled appointments

Mentor Qualifications

Files indicated that mentors are assigned based on qualifications. Staff undergoes numerous in-house trainings. There was a contract with each staff member which is structured like an employment agreement. Multiple requirements for the mentorship staff are outlined, including the requisite amount of client contacts per week. Certificates that documented staff completion of the following trainings were provided:

- Understanding and Managing Anger;
- Technical Writing;
- DC Youth & Children Investment Co. – "Advancing Youth Development;"
- Suicide Prevention.

Recommendations:

- None

YES Reporting

Weekly Reporting in YES were as follows:



Recommendation:

- All reports are current in YES. Good Job.

Invoicing

Mentoring specific invoices were produced for the following two periods:

- 11-01-10 through 11-31-10
- 12-01-10 through 12-31-10

Recommendations:

- Invoicing recommendations will be discussed with the Lead Entity directly.

Conclusion

Children, Children, Children Inc. is performing at a satisfactory level in regards to its provision of mentoring services. CCC mentors have been successful in engaging DYRS youth and spend a substantial amount of time with them. CCC is also commended for the variety of activities that it generally engages youth in and for its consistency in reporting in the YES system.

It is unclear though what degree of CCC's client engagement success is attributable to provision of paid stipends versus that which is attributable to the diligence CCC mentors apply to developing client relationships.

Corrective Actions:

Please respond to the recommendations listed including a timeline and process for implementation.

The next Monitoring Review will be conducted during the third quarter of FY 11.

Monitor Name: J. Sockwell **Date:** 03-15-2011

Signature: Jason Sockwell

Grants Management Specialist: Sheila Clark **Date:** 03-15-11

Signature:

Quarterly Monitoring Summary Form

Provider Name: Children, Children, Children, Inc. (CCC)

1776 I ST N.W. Suite 900
Washington, DC 20006
ph: (202) 329-2231

Monitoring Visit Date: February 02, 2011

Staff Present at Monitoring Visit:

Henry Culbreth, Jr. – Founder

Service (s) Provided: Tutoring

Services Provided to: East of the River Clergy Police Community Partnership.

Monitoring Timeframe: First Monitoring Visit of FY 11

How many youth are receiving services from this provider?

According to the Region 1 Lead Entity Census, 34 youth are receiving tutoring services as of 02-15-2011

Please list the names of youth whose files were reviewed as of 02-02-2011:



Please list youth files not available for review and identify the service provider:

All client files were available.

Overall Summary of Tutoring Program:

Tutoring (*It Pays to Learn*)

Located at several Satellite Learning Centers (SLC) in partnership with DC Public Libraries, "It Pays to Learn" is a skill building supplemental educational program that reinforces youth's core academic skills. CCC emphasizes literacy and mathematics as fundamental areas of focus for educational advancement as well as overall life skills. Youth are paid stipends for consistent participation. The average stipend is roughly $300.00 per month or $5/hour per day. "It Pays to Learn," operates six out of seven days week. Youth are asked to bring the homework from school to the aforementioned programs. CCC utilizes the transportation services of two vans that transport youth home after tutoring services. CCC also provides a meal stipend for tutored youth. CCC indicated that all assessment tools given to youth have been developed "in-house" and have not been validated by any source as able to objectively measure the academic levels of participating youth. "In-house" constructed assessment tools included a Language Arts Assessment and a Math Skills Pre-Assessment. CCC also indicates that collected report cards have not been part of their standard procedures. CCC also facilitates a "Learning Lab" in partnership with DC Court Social Services.

Summary of Tutoring File Audit

Tutoring Assignment & Tutoring Plan

Files reviewed indicated youth were enrolled however the names of an individual tutors assigned to a specific youth were unclear. Copies of the completed educational assessments were not present in the file. Several files indicated youth were not successfully engaged beyond the initial contact. For those who were engaged, educational plans were present in the file. However, the goals of the tutoring plans appeared generic and non-specific to academic challenges that each youth has individually. There was no indication of the grade level that the youth was performing on and their academic strengths and weaknesses. At least one file contained a tutoring plan that was completed before the youth's first day of service which created concern about the documents validity.

Recommendations

- Clearly indicate the name of the youth's primary tutor in the case file.
- Train staff to administer and utilize a standardized and validated academic assessment instrument.
- Enhance the specificity of tutoring plans in relation to individual client's academic needs.

Case Notes

Files contained sign-in sheet which documented youth attendance. The files did not contain formal case notes however notes were detailed in the weekly reports. Notes included attendance dates; however some files were not clear regarding frequency of contact. It appeared from the majority of the files at the time of review that CCC was not able to sustain youth attendance in the tutoring program. For example, one file reviewed indicated youth enrolled on 1/12, attending 3 x a week for 2 weeks, and then the program had no contact after 1/18/11. This trend repeated on another file reviewed when a youth enrolled on 12/21 and the youth participated for 2-3x a week however after 1/18/11, there was no contact. Other files indicated youth not attending the program after the initial start date. However, review of reports in YES at the writing of this report do indicate that CCC was able to successfully reengage the majority of the youth (3) whose files were reviewed at the audit.

Some case notes were very detailed as to the location where tutoring sessions took place, while others were vague. The location of the tutoring sessions seemed to change frequently as do the daily schedule of the tutors. The notes indicated what occurred during the sessions, such as supplemental assessments and homework. It was not always clear from the activities described in the notes if the activities would produce measureable progress in the areas where youth were lacking. No notes or files contained report cards, data from the school, or even an in-house post test to measure academic progress. Therefore the monitors were not able to tell if actual progress was being made or if youth were simply just "doing stuff." Since the tutoring plans were generic in nature, it was difficult for the monitors to determine definitely if activities in which youth participated were aligned with the tutoring plan or not. The majority of files did not clearly indicate engagement of the family in the case notes or the case manager. This was of concern since attendance was an issue with the majority of youth.

Recommendations:

- Case notes should specify the tutoring session activities accomplished that directly correlate to the tutoring plan.
- All case notes must clearly indicate the location of the tutoring session.
- Report cards or other objective forms of measuring progress must be incorporated into the standard activities of the CCC tutoring program. Cases that are closed should include a brief termination summary outlining dates of services and reason for program termination
- Routinely engaged the family and Case Managers to assist with engaging youth and collaboration; document discussion with case managers in the notes

Progress Reports

Up to date monthly progress reports were present in the files. However all the files reviewed indicated scattered attendance by youth. Reports were signed by the tutor. The reports did list the activities that the youth participated in One files indicated a collateral contact made at Spingarn High school. However the majority of files did not indicate collateral contacts.

Recommendations:

- Document attempts to engage collateral contacts as appropriate

Other

Although CCC has a "Policy and Procedure Manual", this was structured more like an employee handbook and contained information on employee requirements. There was no policy that detailed the process for administering assessment materials, scoring assessments, development of the tutoring plan, assessing regular progress, etc.

Additionally, CCC case files nor personnel files contained any documentation that indicated why a certain tutor was assigned to a specific youth. Unusual Incident reports were not present in the files although the progress reports clearly indicated challenges in sustaining youth attendance. As noted previously, files did not contain copies of the youth's academic reports for dates before and after tutoring through CCC began.

Recommendations:

- Include documentation in the youth files or personnel files that indicates why a certain tutor was assigned a specific youth including documentation of expertise by the tutor in the subject matter area in which the youth's performance is deficient.
- Develop a release of information protocol to allow CCC to request and obtain permission from youth and their guardians in order to allow access to academic data for the education institution in which the youth is enrolled.
- Include copies of individual youth's academic report cards for dates before and after tutoring sessions commence to document progress.
- If youth have an IEP, copies should be included in the youth's file if possible.
- Document repeated non-attendance and other relevant issues in an Unusual Incident Forms.

Unusual Incident reports are critical to ensure DYRS is aware of youth consistent and habitual non-compliance. Unusual Incident reports should be completed by CCC when the following criteria have occurred:

- A health or safety violation that has occurred by or towards the youth
- A youth has not been "connected" (active initial participation) with tutoring services within two weeks of receipt of the referral from the Lead Entity
- A youth's attendance pattern has significantly changed (attended regularly and then not attending)
- A youth fails to keep the last three scheduled appointments

Tutor Qualifications

All tutors resumes were available for review. There was a contract with each staff member which is structured like an employment agreement. Multiple requirements for the tutorial staff were outlined within the policy and procedure manual. In general, resumes indicated a high degree of education specific to educational youth development.

Recommendations:

- Draw from tutor qualifications to develop a tutorial assignment matrix to document the logic in why specific tutors are assigned to specific youth

Are all of the services provided by this vendor in YES for each youth? Please cross-check YES and document variances.

Dates of most recent report in YES:



Recommendation:

- Reports for all active cases must be reported in YES weekly as per the agreement with each Lead Entity and DYRS

Other Notes Specific to this Site Visit

CCC should consider broadening its incentive program to include rewarding academic performance and not simply attendance. In this way, improvement in grades or achievement of

a credential would also be a way in which a youth could receive a monetary stipend and/or bonus.

Invoicing

Tutoring specific invoices were produced for the following two periods:

- 11-01-10 through 11-31-10
- 12-01-10 through 12-31-10

Recommendations:

- Invoicing recommendations will be discussed with the Lead Entity directly.

Conclusion

CCC is performing at marginal level in regards to its provision of tutoring services. Their method appears to engage youth, which could be attributed heavily to their stipend allowance. It's is also documented that youth are doing activities that are academically enriching. However it is not demonstrated if the academic assistance that CCC is providing to youth is actually helping them improve their academic performance. CCC needs to utilize a standardized instrument for assessment and develop an objective and quantifiable process that measures the effectiveness of the tutoring intervention. Additionally, CCC needs to develop a clear process to capture when youth have achieved a credential including a high school diploma, GED, or have advanced to the next grade level.

Corrective Actions:

Please respond to the recommendations listed including a timeline and process for implementation.

The next Monitoring Review will be conducted during the third quarter of FY 11.

Monitor Name: J. Sockwell **Date: 03-15-2011**

Signature: Jason Sockwell

Grants Management Specialist: Sheila Clark **Date: 3-15-2011**

Signature: Sheila Clark

Quarterly Monitoring Summary Form

Provider Name:

MaiAngel LLC
1620 Fort Dupont Street SE
Washington, DC 20020
202.904.7479 202.834.3029
info.MaiAngel@gmail.com

Monitoring Visit Date: April 27, 2011

Staff Present at Monitoring Visit:

Maia Shanklin Roberts - Founder
Angel Anderson – Founder

Service (s) Provided: Tutoring & Educational Advocacy

Services Provided to: East of the River Clergy Police Community Partnership.

Monitoring Timeframe: First Monitoring Visit of FY 11

How many youth are receiving services from this provider?

According to the 4-26-2011 Region 1 Lead Entity Census, 19 youth are receiving tutoring and / or educational advocacy services.

Please list the names of youth whose files were reviewed as of 04-27-2011:

[redacted]

Please list youth files not available for review and identify the service provider:

[redacted]

Overall Summary of MaiAngel Programs:

MaiAngel offers three distinct programs, Educational Advocacy, Tutoring, and GED preparation. The Educational Advocacy and Placement is guided through MaiAngel's Educational Reintegration Plan (ERP). Their methodology evaluates youth holistically and makes appropriate recommendations for educational placement associates, as well as facilitates the successful enrollment of youth in these placements.

MaiAngel ERP evaluates a youth's capacity to learn and engage in educational environments through an evaluation of four (4) areas of functioning:

- Cognitive Functioning;
- Academic functioning;
- Psychosocial well-being;
- Executive functioning.

The data sources for the ERP include:

- Transcripts
- Interviews with youth, parent, and other stakeholders
- Psychosocial Functioning Survey
- Executive Functioning Survey
- Woodcock Johnson III
- Individualized Education Program
- Gardner's Multiple Intelligence Inventory

Mai Angel lists its Assessment and Enrollment Process as the following:

- Collection of educational related data and assessments
 - Interviews with youth and related stakeholders at Youth Family Team Meetings and any/all other meetings related to child's academic status.
 - Collection of documented assessments and surveys related to the Functioning Criteria.
 - Administration of necessary assessments
- Assessment of collected data
 - Review collected data and conduct an analysis using the Educational Re-Integration Assessment Tool
- Data Analysis and Recommendation
 - Analyze the Educational Re-Integration Assessment and develop a recommendation for program type; learning style and level of service.
- Placement
 - Engage necessary stakeholders in the educational placement process. Engagement includes meetings; written and oral communication and site visits. The placement process includes

- Determination of appropriate local placement site
- Application and enrollment

MaiAngel also works to engage the parent of the youth in the placement decision and ensure they play an active role in the decision making.

Tutors work part time 4 days/week between the hours of 9am-12pm, 1pm-4pm or 5pm-8pm.Tutoring takes place at Howard University. The primary function of a tutor is to provide academic support as well as craft effective tutoring plans that address student weaknesses and strengths. MaiAngel offers GED tutoring and also is in the process of beginning a GED program that will run several mornings a week at Howard University.

Summary of File Audit

It should be noted that several of the youth were receiving advocacy and placement assistance versus tutoring as indicated on the Census received by DYRS.

Recommendation

MaiAngel and the Lead Entity should work together to properly classify the services that they are offering on the Census and in YES and enroll youth correspondingly.

Tutoring Assignment & Tutoring Plan

Half of the files reviewed indicated engagement of the youth in services within 7 days of referral, while the other half indicated up to two weeks between the referral date and the first face to face contact. Two of the four files reviewed were receiving education (tutoring) services, and therefore tutors were assigned within 7 days of enrollment. There was no documentation of assessments being administered or assessment results in any of the youth's files although MaiAngel indicated that assessments such as the Woodcock Johnson (for school-age students) or the CASAS (for GED students) are being given, scored, and reviewed by staff. The majority of files had a service plan that related to either education services or advocacy and placement services. None of the plans were dated or signed by the youth nor did the plans indicate explicit outcomes for services.

Recommendations

- Copies of all assessment utilized to determine tutoring needs, GED study plan, or best school placement should be stored in the youth's hard copy case file
- A service plan should be developed for every youth served by MaiAngel and include the primary service rendered (tutoring, GED support, and/or educational advocacy) as well

as goals and timetables for action. This document should be dated and signed by the youth and a MaiAngel staff person

- If providing tutoring, clearly indicate the name of the youth's primary tutor
- Maintain hard copy case files per youth that include intake documents, assessment documents, proof of academic progress, placement related documents, etc.

Case Notes in Progress Reports

MaiAngel did not have contact or sign-in sheets that contained the date of service and the youth's signatures. In the notes in the progress reports, MaiAngel noted all contacts with the clients including dates of attendance or non-attendance. In the area of educational advocacy, notes evidenced sustained engagement of youth and school placement officials. Some of the content of the notes included working with parents to sign release of information forms for academic reports as well as to obtain various assessment instruments used to measure youth's academic progression. Notes also indicated the substantial amounts of time and energy MaiAngel staff devote to meeting with DCPS placement staff in order to secure support for youths' individual education plans and school placement needs.

When tutoring or GED was the primary service, the notes indicated what occurred during the sessions such as supplemental assessments and homework. In general, the tutoring activities seemed to align with the educational service plan. It was not always clear where the tutoring or GED sessions took place according to the notes.

MaiAngel appears to be very successful at engaging the young person and or relevant collateral contacts. Notes for all services indicated MaiAngel engaged the young person and/or worked on securing the educational placement 2-3 times a week on average for multiple hours at a time.

There wasn't significant documentation on engagement of the family of the youth outside of getting appropriate releases of information, nor was there documentation of regular interaction with the DYRS Case Manager.

Recommendations:

- Notes should specify the tutoring or GED preparation activities accomplished that directly correlate to the educational service plan
- Notes must clearly indicate the location of the tutoring session
- Notes must distinguish between times spent on educational advocacy versus that spent tutoring
- MaiAngel should regularly engage and document both the family of the youth and the DYRS Case Manager to keep them updated on the progress of their work with the youth

Progress Reports

Weekly progress reports were present in the files. The most recent report in the files included those from the weeks of 4/18/11 and 4/4/11 which corresponded to the case closure date. Documentation on collateral contacts such as educators at Flowers, Goalson, Shadd and Woodson School's were present throughout the files. Reports lacked a summary of the factors pertaining to client termination.

Recommendations:

- Report activities in YES weekly using activity codes and provide detailed notes in the notes section
- Include a brief client-termination summary in all hard copy case files

Other

There was no documentation in the case file or provided by MaiAngel that indicates how tutors are assigned to youth. Additionally, MaiAngel did not have copies of any Unusual Incident reports although there was at least one example of an incident (excessive absences) that would have justified the use of the UI. For youth receiving tutoring services, there were no copies of report cards from the school from before or during the tutoring service time period. MaiAngel did have internal policies and procedures for employees working with DYRS youth. MaiAngel shared a detailed proposal submitted to the Region 1 Lead Entity that documented their Educational Advocacy program. Policies and procedures relating to the implementation of the Tutoring and GED programs were not presented.

Recommendations:

- MaiAngel should enhance their policies to include the rationale or the "method" used to assign tutors to specific DYRS youth. This method should include staff's expertise in the subject matter for which the young person requires tutoring
- Obtain report cards, GED practice exam score, and/or other forms of "proof of progress" as it relates to the services delivered and store in youth files
- Document Unusual Incidents using the procedures list below
- Develop and provide both DYRS and the Lead Entity with the policies and procedures for the Tutoring and GED program

Unusual Incident reports are critical to ensure DYRS is aware of youth consistent and habitual non-compliance. Unusual Incident reports should be completed by MaiAngel when the following criteria have occurred:

- A health or safety violation that has occurred by or towards the youth



- A youth has not been "connected" (active initial participation) with tutoring services within two weeks of receipt of the referral from the Lead Entity
- A youth's attendance pattern has significantly changed (attended regularly and then not attending)
- A youth fails to keep the last three scheduled appointments

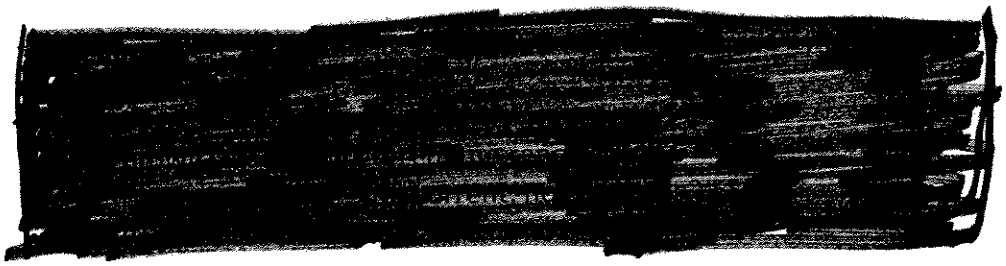
Tutor Qualifications

All tutor resumes were available for review as well as the resumes of the co-founders. There was a contract with each staff member which is structured like an employment agreement. Multiple requirements for the tutorial staff were outlined within the policy and procedure manual. In general, resumes reviewed indicated a high degree of education specific to educational youth development. Some tutors lacked proof of first-aid and CPR certifications.

Recommendations:

- All employees who have interaction with youth clients should be CPR and first-aid certified

Are all of the services provided by this vendor in YES for each youth? Please cross-check YES and document variances.



Recommendation:

- Reports for all active cases must be reported using Activity Codes in YES as per the agreement with each Lead Entity and DYRS.

Invoicing

Tutoring specific invoices were not produced.

Recommendations:

- Invoice should be available upon request by DYRS or the Lead Entity
- Invoicing recommendations will be discussed with the Lead Entity directly.

Conclusion

MaiAngel is performing at a marginal level in regards to its provision of tutoring as well as educational advocacy services. The review of various documents indicated that MaiAngel has a high level of engagement with youth and relative collateral contacts. However the framework of the tutoring program was unclear as was the documentation of progress for those participating in it. Additionally, MaiAngel has not documented any of its services to DYRS youth in YES which must be addressed immediately.

Corrective Actions:

Please respond to the recommendations listed including a timeline and process for implementation.

The next Monitoring Review will be conducted during the fourth quarter of FY 11.

Monitor Name: J. Sockwell **Date: 06-13-2011**

Signature: Jason Sockwell

Grants Management Specialist: Sheila Clark **Date: 06-13-11**

Signature:

Quarterly Monitoring Summary Form

Provider Name: Children Having Opportunities in Changing Environments, Inc. (C.H.O.I.C.E.)

- 4600 Livingston Rd. SE, WDC, 20032

Monitoring Visit Date: May 26, 2011

Staff Present at Monitoring Visit:

- Founder / CEO – Ms. Aretha Lyles.

Service (s) Provided: High School Diploma

Services Provided to: East of the River Clergy Police Community Partnership & Progressive Life Center

Monitoring Timeframe: Second Monitoring Visit of FY 11

How many youth are receiving services from this provider?

- As of 07/05/11, 7 DYRS youth are enrolled in C.H.O.I.C.E.

Please list the names of youth whose files were reviewed:



Please list youth files not available for review and identify the service provider:

All files were available

Overall Summary of C.H.O.I.C.E. Program:

C.H.O.I.C.E. is a community based non-profit organization that facilitates academic programs that help youth complete their secondary education. C.H.O.I.C.E. is licensed to administer the Penn Foster online High School Diploma program.

Penn Foster Accreditation (FAQ's from official Penn Foster website)

- Penn Foster High School is accredited for grades 9 through adult by the Commission on Secondary Schools of the Middle States Association
- Penn Foster High School is accredited by the Accrediting Commission of the Distance Education and Training Council (DETC).
- Penn Foster High School is licensed by the Pennsylvania State Board of Private Licensed Schools.
- All Penn Foster programs are affiliated with DANTES, which qualifies U.S. military personnel for tuition reimbursement.
- Penn Foster Career School is a Better Business Bureau accredited business with a BBB Rating of A+.
- Transfer Credits
 Penn Foster gives financial and academic credit for High School transfer credits. To receive transfer credits, an official transcript from an accredited institution recognized by Penn Foster must be submitted for evaluation. Transfer credits are awarded for comparable High School subjects where a full credit has been earned. Since High School programs vary, only an evaluation by Penn Foster will determine the actual number of transfer credits to be awarded. The maximum number of transfer credits allowed is 16.

Students without credit hours can take the ITED (Iowa Test of Educational Development) for additional credit hours to advance their curriculum. The Iowa Statewide Testing Program is a non profit cooperative program for Iowa schools provided as a service to the schools by the College of Education of The University of Iowa. The ITED is used in grades 9-12. Schools participating in the program subscribe to a comprehensive program of professional services including ITED test materials, scoring and reporting services, and consultation.

C.H.O.I.C.E. considers all applicants for enrollment regardless of the last grade completed. However, all students must be at least 16 years of age to enroll.

Upon enrollment, youth are administered the Testing Adult Basic Education Assessment (TABE). The TABE is a standardized test that assesses student mastery of basic educational skills in reading, math and language skills. The Florida Department of Education requires (Rule 6A-6.014, FAC) students who are enrolling in a post-secondary vocational certificate program to take an academic skills test such as the TABE.

C.H.O.I.C.E. management processes and evaluates TABE results every Friday by 4:00 pm. TABE results are documented in a censuses which include the following student data:

- Name& DOB;
- Referral date from LE for testing;
- Date of assessment letter / contact to social worker/ Youth;

- Date of scheduled testing, Date of expiration (youths last day to comply with taking the test before removing from roster;
- Note of status of testing process or pertinent information.

The required admission scores regarding admission to the Penn Foster online program are:

	Reading	Math
TABE Basic Score with no Transcript	518	506
TABE Basic Scores with at least 1-semester of 9th grade completed	475	475

- The C.H.O.I.C.E. policy and procedure manual states that students whose TABE score is below 500 in Math or English do not meet the minimum Penn Foster admission thresholds; and therefore, these students are placed in BEE Academy for tutoring too increase their scores. Re-testing is conducted in 45 days by BEE Academy.
- Students without credit hours can take the ITED (Iowa Test of Educational Development) for additional credit hours to advance their curriculum.
- Comprehensive Adult Student Assessment Systems (CASAS) testing is administered 60 days prior to graduation. This test is given to determine if a youth is ready for workforce development programming at CCDC and other local programs.

CASAS is a nonprofit organization that focuses on assessment and curriculum development to enhance basic skills for youth and adults. CASAS products and services certify language and basic skills proficiency and promote the transition to higher education and the workforce. CASAS assessments are approved by government and education agencies including the United States Department of Education and the United States Department of Labor.

In addition to certifying basic skills attainment, CASAS measures learner progress on a standardized scale that ranges from the lowest literacy skills to high school exit and transition to postsecondary education and training.

CHOICE class meeting times are the following:

- 8:00 am - 12:00 pm
- 11:00 am - 2:00 pm
- 1:00 pm - 4:00 pm

Intake, Assessment, & Learning Plan:

Files reviewed contained various forms signed by youth and parents that are a standard part of the C.H.O.I.C.E intake process.

Each client file included a "Letter of Acceptance for TABE," that is signed by the client, the C.H.O.I.C.E. Executive Director and the DYRS case manager This letter explains the Lead Entity referral process, as well as the C.H.O.I.C.E. assessment testing process to the client. This letter also lists the assessment test date, time and location, as well as the following C.H.O.I.C.E. policy regarding test rescheduling:

- "Re-Schedule within 24 hours or the next business day from the date of this letter;"
- "If we do not hear from you, and you do not begin testing within 5 business days from the date of this letter your name will be sent back to the Lead Entity.

Recommendation:

- None

Case Notes:

Files contained sign-in sheets as well as dated charts pertaining to individual youth attendance.

Each client file contains a "Student Attendance Record." This record lists the student's: name, id #, gender, grade (9^{th} – 12^{th}), teacher and classroom, name of guardian, work and home telephone number. This attendance record is divided into the following categories: tardy, unexcused, excused and present.

C.H.O.I.C.E. utilized detailed and diverse case notes in the majority of the files. Reports contained data on dates and frequency of client contact. Contact appeared to be daily and face to face. Files reviewed indicated active attempts to engage parents and case managers.

Recommendation:

CHOICE should request regular communication from the BEE Academy on the status of youth referred from CHOICE for TABE assessment tutoring. This communication summary should include BEE Academy's assessment of referred youth's academic weaknesses as well as the status of the tutoring plan. These status reports should be filed at CHOICE in the youths' individual case file.

Progress Report:

All files reviewed had up to date progress reports. Progress reports include notes on activities

such as indicating a client who recently graduated on 6/10/11 was conducting a job search that includes filling out applications and submitting resumes. Client files included an "Online High School Diploma Quarterly Progress Report." These reports contained a listing of all courses youth were enrolled in and their corresponding grades, as well as sections for teacher commentary and parental signature.

Progress Reports were completed weekly as per the agreement with the Lead Entity, uploaded into YES, and filed in each youth's case file. Progress reports contained information on face to face contacts and telephone contacts including the length of time of interactions. Reports also commented upon the status of Penn Foster activities and (T.A.B.E) testing.

Recommendation:

Notes should indicate the Penn Foster career elective that youth are studying and their progress to date

Instructor/Teacher Qualifications

Resumes of staff including instructors or site coordinators were provided. However there was no documentation to prove that staff members of C.H.O.I.C.E. have received training specific to administration/oversight of the Penn Foster program or certifications documenting expertise in academic enrichment programming. C.H.O.I.C.E. management stated that C.H.O.I.C.E. has implemented an annual Penn Foster training that consists of completion of multi-subject tutorials. C.H.O.I.C.E. policy is that employees must complete / pass the T.A.B.E test and score on at least an 11th grade level within 90 days of employment. TABE testing records were present in some instructor's personnel files.

Recommendation:

C.H.O.I.C.E. should ensure that staff has been trained on administering Penn Foster programs at least annually. This training should be documented and available for the monitor at the time of the site visit. The C.H.O.I.C.E. program would also benefit from the addition of one or two instructors who possess traditional educator qualifications.

Require all C.H.O.I.C.E staff to score at the 12th grade level or above on the following assessments as a prerequisite for employment:

- Testing Adult Basic Education (TABE) or Comprehensive Adult Student Assessment Systems (CASAS)

Place a certification of satisfactory scoring regarding the aforementioned tests within individual

employee files.

Other (Unusual Incident Reports, Use of Technology, Proof of Academic Progress)

Files contained unusual incident (UI) reports that were aligned with specific dates of youth violations. Files also contained computer graphed monthly attendance charts that listed excused and unexcused absences as well as client demographic information. Each student has a call-in log sheet that documents the phone call attempts C.H.O.I.C.E. makes when students are truant. The C.H.O.I.C.E. policy and procedure manual also includes an extensive list of guidelines concerning the C.H.O.I.C.E. re-enrollment process.

The C.H.O.I.C.E. policy and procedure manual states in UI section that:

- Students that have met all requirements and are now "Students" in the Penn Foster curriculum yet have not returned to C.H.O.I.C.E. to complete intake/enrollment & three (3) days have passed since their initial assessment & placement; designated C.H.O.I.C.E. staff will complete a UI report every three (3) days up to the thirtieth (30) day.
- If a student is enrolled and has missed 3 conservative days or has a drop in attendance C.H.O.I.C.E. staff will forward a UI report to the appropriate parties.

Recommendation:

Insert language within the C.H.O.I.C.E. policy and procedure manual that addresses reporting of unusual incidents concerning health or safety violations that have occurred by or towards a youth which also aligns with the DYRS/Lead Entity UI policy listed below.

Unusual Incident reports are critical to ensure DYRS is aware of youth consistent and habitual non-compliance. Unusual Incident reports should be completed by C.H.O.I.C.E. and sent to the Lead Entity and DYRS Case Managers when the following criteria have occurred:

- A health or safety violation that has occurred by or towards the youth
- A youth has not been "connected" (active initial participation) with educational services within two weeks of receipt of the referral from the Lead Entity
- A youth's attendance pattern has significantly changed (attended regularly and then not attending)
- A youth fails to keep the last three scheduled appointments

Reporting in YES



[redacted]

Recommendation:

None, reporting was current. Good job!

Invoicing

As the initial site visit was conducted in April, invoices were reviewed for the period of March 1st through March 31st 2011. When the monitor conducted a follow-up site visit on May, 26th, 2011, new invoices were not requested.

Recommendation:

None

Summary of File Audit

C.H.O.I.C.E. is performing at a satisfactory level in regards to its educational services. Furthermore, the former DCPS school building where C.H.O.I.C.E. has relocated is quite accommodating for academic purposes and lends a good dose of "brick and mortar" realism to the C.H.O.I.C.E. "Penn Foster High School Program".

However, the following C.H.O.I.C.E. policy regarding instructor employment is not rigorous enough:

- "C.H.O.I.C.E. policy is that employees must complete / pass the T.A.B.E test and score on at least an 11th grade level within 90 days of employment."

CHOICE staff must be able to assist young people who experience difficulty with academic content and must be subject matter experts on the academic material being taught.

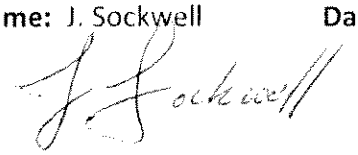
The ability of C.H.O.I.C.E. instructors to effectively guide clients through the High School Diploma process is imperative; and therefore, we encourage C.H.O.I.C.E. leadership to follow-through on their verbal statements regarding plans to hire two or three staff with teaching credentials prior to this fall's school year.

Action Items:

Please respond to the recommendations listed in this report and include a timeline and process for implementation.

The next Monitoring Review will be conducted during the 1st quarter of FY 12.

Monitor Name: J. Sockwell **Date:** 07-20-2011

Signature: 

Resource Management and Utilization Division
450 H Street NW, 6th Floor
Washington, DC 20001
(202) 724-6157 (O)
(202) 724-5067 (F)
www.dyrs.dc.gov

April 19, 2011

Ms. Constance Causer
Coalition Director, Bridge Builders Coalition
Progressive Life Center
1933 Montana Avenue, NE
Washington, DC 20018

Dear Ms. Causer:

In late March 2011, DYRS' monitoring staff conducted a review of the documentation in YES for providers in your Regional Service Coalition. We used your census for the week ending 3/7/11 to ascertain the number of active cases assigned to each provider. We went through each record and checked for weekly reports for the month of February 2011 including the weeks of 1/31/11, 2/7/11, 2/14/11, 2/21/11, and 2/28/11. In addition to checking if reports were present, providers were also rated on the timeliness of reports loaded into the system. Using the date stamp in YES for each uploaded document, we were able to determine if reports were uploaded in time with the Tuesday deadline required by each Lead Entity.

Please note that almost 30% of the youth selected randomly from your census had no services in place through the Lead Entity. We have highlighted those names in red for your convenience. As this is such a large number of youth, we are asking that you investigate this immediately and consult with the DYRS case manager to put services in place. It is not the intent that large numbers of youth would be in the community and connected to the Lead Entity with no services in place.

On the attached spreadsheet, you will see the name of each youth's file that was reviewed and notations about the reporting. A "YES" indicates that reports for relevant weeks of services for the month of February were present and entered timely. A "NO" indicates reports were either missing or entered after the weekly Tuesday deadline.

The sample size for this audit was about 25% of the youth that you are currently working with. As the sample was small, some of your providers may have had only a few youth assigned to them and therefore the ability to audit their reporting compliance was limited. Therefore please take into consideration that some providers may have scored 100% reporting compliance however this percentage may only represent one or two cases.

We will conduct another census wide audit in summer 2011. At that time providers who continue to fail to report may be at risk for restriction of service provision for DYRS youth through the Lead Entity Initiative.

Please require each vendor listed at marginal, unsatisfactory, and high unsatisfactory to complete a corrective action plan that details steps they will take to improve reporting in YES. As well, please complete a plan that details how the Region One Lead Entity will enhance its oversight process and sanctioning process to guarantee timely reporting of providers in your Coalition. Please submit copies of all corrective action plans to our office no later than April 29th. If you have any further questions, please do not hesitate to contact me at (202) 724-5630 or Linda Harllee Harper at (202) 724-4740.

Sincerely,

Sheila Clark
Grants Management Specialist

ATTACHMENT

CC: Reverend Donald Isaac – Executive Director

- PRIDE (Mentoring) – 100%
- Sasha Bruce Project Hype – 100%
- Sasha Bruce (Grief Counseling) – 100%

Satisfactory (reporting at 80% or greater)

- No providers met this threshold

Marginal (reporting at 60% or greater)

- CHOICE – 69% reported
- Sasha Bruce (ITPM) – 75%

Unsatisfactory (reporting at less than 60%)

- Life Skills Unlimited (Mentoring) – 59%
- Higher Hopes to Outcomes (ITPM & Mentoring) – 33% reported

Highly Unsatisfactory (less than 25% reported)

- Lead the Way Foundation – 14% reported
- BEE Academy – 0% reported
- AmalaLives – 0% reported

Please note that providers who offer in-kind services through your Lead Entity such as Hillcrest, Student Support Center, and others were not cited for non-reporting or listed in the above rating scale.

Please note that Higher Hopes to Outcomes has decreased their reporting consistency from marginal in the previous audit (November 2010) to unsatisfactory in this review. We expect that the Lead Entity will take definitive action before continuing to give this provider additional youth to work with.

Additionally, Lead the Way Foundation has significantly decreased their reporting consistency from satisfactory in the previous audit to highly unsatisfactory. We expect that the Lead Entity will take definitive action before continuing to give this provider additional youth to work with.

We strongly encourage you to immediately take action with all providers in your coalition that are providing services to youth yet failing to report their service activities in YES timely. There is no way we can justify dollars to organizations for service delivery that fail to document. We are asking that you work with providers at the Marginal, Unsatisfactory, and Highly Unsatisfactory level to produce a corrective action plan to immediately correct the issue of non-reporting.

Also, please be reminded that it is the responsibility of the Lead Entity to ensure that services are reported in YES every week as per our grant agreements. We also expect that the Lead Entity has systems in place to monitor timely reporting. Please note that the Lead Entity's performance will be rated on its ability to manage and improve the reporting performance of vendors in its Regional Service Coalition.